Catholic District School Board Writing Partnership

OISE/UT LIBRARY
3 0005 03183993 2

Course Profile

Media Studies

Grade 11
Open
EMS3O

LIBRARY
OCT 25 2001
OISE/UT

OHEC
428
.0071271
3
059MET/E
Gr.11-12
11 [5C]

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

BDR-5319
OWEC

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario, 2001

Acknowledgments

Catholic District School Board Writing Teams – Media Studies

Lead Board

Toronto Catholic District School Board
Project Manager:
Myra Junyk, Language Arts Department TCDSB

Course Profile Writing Team

Don Walker, Bishop Allen Academy (Lead Writer)
Carmela Arangio, Bishop Allen Academy (Writer)
Myra Junyk, Language Arts Department TCDSB (Writer)

Reviewers

Liz Flynn, Archbishop Romero Catholic Secondary School
Christine Genorio, Marian Academy
Noel Martin, Retired Superintendent TCDSB
Mark Webster, Dufferin Peel Catholic District School Board

LIBRARY
OCT 25 2001
OISE/UT

Course Overview
Media Studies, Grade 11, Open, EMS3O

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, English*

Course Description

This course emphasizes the knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

How This Course Supports the Ontario Catholic School Graduate Expectations

The primary goal of Catholic education is to assist young people in becoming discerning believers who demonstrate fidelity to the vision of Jesus and a commitment to furthering His kingdom. The Roman Catholic tradition values a sacramental vision of life. All of reality can be signs of God's abiding presence. It is in this analysis that both the obstacles to the Gospel message, as well as signs of its promise are to be found. Christians, committed to this vision of Jesus, hold that all value systems are ultimately to be seen in terms of the Gospel. Media education allows young people to recognize and to celebrate values that are in concert with those of Jesus' kingdom, and to challenge those that are not. From this perspective, media education challenges young people to be engaged in critical analysis of culture and mass media. It is in this analysis that both the obstacles to the Gospel message, as well as signs of its promise, are found.

Course Planning Notes

- The Grade 11 Open Media Course has as its prerequisite English, Grade 10, Academic or Applied.
- Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.
- The Grade 11 Open Media Course could be successfully linked with Media Arts, Media Technology, or Cooperative Education.
- The choice of resources should reflect students' diverse interests, abilities, and backgrounds. The selection of texts should be sensitive to the community in which the curriculum is delivered.
- Teachers need to ensure that the classroom provides an environment that promotes respect, acceptance, integration, and a vision of the Catholic faith community.
- It should be noted that advertising is integrated throughout several units since it impinges on all aspects of media.
- Increasing reliance on computers, information technologies, television, film, and other media demand that students develop "media literacy" skills. Media literacy is the ability to access, select, critically evaluate, and create media messages to solve problems and to make decisions based on these evaluations.
- The learning expectations of this course fall under the three strands of Media Text, Media Audience, and Media Production. While each category provides an excellent starting point for exploring personal, cultural, and spiritual values, it is important to appreciate that the issues and questions that emerge from this model overlap and are interrelated. In this profile, those categories are expressed through the key concepts of media literacy. The first unit of this profile is an exploration of these key concepts, which are the basis for all other units in the profile.

- It is imperative that teachers instruct students in the appropriate use of technology, emphasizing the critical, ethical, and safety issues associated with the use of the Internet and audio-visual equipment.
- As many of the units involve the use of existing images and sounds, consideration needs to be given to copyright laws. Many existing resources have specific limitations on viewing or reproduction. Resources should be consulted for copyright clearance.
- Teachers need to be open to new and evolving ideas in media and popular culture.
- All materials must be previewed by teachers before sharing with students. Some are for teacher reference only and may contain material that is inappropriate for students.
- Teachers need to be sensitive to the reality that many students will have vested interests in particular areas of mass media and popular culture.
- In an effort to provide opportunities to promote student learning across the curriculum, teachers should work with (and invite into the class when appropriate) the art teacher, technology teacher, drama teacher, English teacher, librarian, chaplain, Social Science teacher, Science teacher, media and computer technician, and guidance personnel.
- Opportunities should be provided to members of the local community, especially those with media expertise, to contribute to student learning.
- Students are required to create media products. Teachers may need to amend or alter the activities suggested in this profile given the local availability of technology and expertise. The media products created by students should be sensitive to the variety of different cultures, races, and experiences in the classroom, and should reflect the Catholic Christian vision of the school.
- This course is intended to be one step in the ongoing process to develop the skills, values, and beliefs that are necessary to fulfill the Catholic Graduate Expectations. Teachers must guide students and provide opportunities for them to discuss, analyse and evaluate issues as they relate to their own lives and to the influence of faith in their lives.
- Teachers must be sensitive to students with special needs and to students who are enrolled in the English as a Second Language program. When necessary, modifications and accommodations must be made to the course activities to ensure student learning.

Units: Titles and Time

Unit 1	Communication Theory and the Key Concepts of Media Literacy – The Spiral Curriculum	15 hours
* Unit 2	Television – What's Inside the Box?	20 hours
Unit 3	Popular Culture – Look Into the Mirror	20 hours
Unit 4	The Wired World	15 hours
Unit 5	Stop the Presses! – The World of Print	15 hours
Unit 6	Film: The Human Story in the Cinema	10 hours
Unit 7	Culminating Activity	15 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Communication Theory and the Key Concepts of Media Literacy – The Spiral Curriculum

Time: 15 hours

Unit Description

The examination of basic media theory and of the key concepts of media literacy in this unit lays the foundation for the course. The key concepts form a spiralling curriculum that is revisited and developed within each of the units in this course. Literacy today must include more than just the printed word. Exploring the key concepts promotes a literacy that applies to all areas of mass media. The movement of the Catholic Church since Vatican II has been one that invites its members to be able to read "the signs of the times." Developing an understanding of the key concepts as seen through the lens of faith allows students to explore in a critical fashion their relationship to mass media. Students will demonstrate their understanding through personal reflection, daily participation, creative writing, viewing of appropriate media pieces, reading, and group work.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	**MTV.01** MT1.02, 03, 06 CGE 1d, 1h, 2b, 2e	Knowledge	Communications and Symbols - communications/mass media definitions - semiotics: signs, symbols and systems
2	**MTV.01, MTV.02** MT1.02, 03, 04 MT2.01, 02, 03, 04, 05 CGE 2a, 2c	Knowledge Inquiry	Key Concept 1: Media as a construction of reality
3	**MTV.01, MTV.02** MT1.01, 02, 03, 04 MT2.01, 02, 04 CGE 2a, 2c, 2e	Knowledge Inquiry	Key Concept 2: Media use forms and conventions to construct their messages - film conventions – camera angles, set design, music - format of commercials/ad copy - conventions of print
4	**MTV.01** **MPV.01** MT1.05, 06 MP1.01, 02, 03 CGE 2a, 2b, 3b, 3c	Application Communication	Key Concept 3: The form of the medium determines the message -different media – same event – different story
5	**MAV.01, MAV.02** MA1.01, 03 MA2.01 CGE 2b, 2c, 3c	Knowledge Inquiry	Key concept 4: Media involve finance - consumption and production cycle of our economy since the Industrial Revolution - advertising sponsorship - concentration of media ownership
6	**MTV.02** MT2.01, 02, 03, 04, 05 CGE1a, 1h, 2b, 2c 3d	Thinking Inquiry	Key Concept 5: All media contain value messages and ideological perspectives - stereotypes/myths/values - definitions of success, happiness and beauty

7	**MTV.01, MTV.02** **MAV.01, MAV.02** MT1.04, MT2.03 MA1.01, 02, 03 MA2.02, 03 CGE1a, 3c, 3d	Inquiry Communication Application	Key Concept 6: Audience negotiates meaning - exploring personal experiences and backgrounds which shape our understanding/appreciation of the media - aesthetics of media

Unit 2: Television – What's Inside the Box?

Time: 20 hours

Unit Description

Television plays an integral role in our society. Not only does it provide us with enjoyment, but it also informs ideology, values, and identity. As a business, the television industry generates billions of dollars by selling target audiences to manufacturers of numerous products. Television's visual appeal make its representations of people, events, society, and the global village convincing and credible and as a result, shapes the way we see the world and ourselves. By examining the role of television in today's world, students will approach television with a critical as opposed to a passive mind. By encouraging a critical thinking/cultural studies approach to television, students will develop analytical skills that will help them to make informed decisions not only in the media classroom, but also beyond. Ethical issues raised in this television unit regarding values, identity, consumerism, racism, and violence encourage students to be witnesses to Catholic social teaching by promoting morality, equality, respect, and effort toward a peaceful and compassionate society.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	**MAV.01, MAV.02** MA1.02, MA2.01, 03 CGE 2b, 2e	Knowledge/ Understanding Application	Introduction to Television – Definitions - networks and affiliates - producers and networks - ratings - regulation
2	**MAV.01, MAV.02** MA1.02, MA2.04 CGE 2b, 2e	Thinking/ Inquiry Communication	Programming Strategies - ratings - advertising - demographics - advertising appeals and claims - scheduling strategies
3	**MTV.01, MTV.02** MT1.01, 02, 03, 04 MT2.01, 02, 03, 04, 05 CGE 4g, 5d, 5e, 5f	Thinking/ Inquiry Communication	Television Genres - soap operas - sitcoms - talk shows - interactive television - infomercials - game shows - drama- music videos

4	**MTV.01, MTV.02** **MAV.01, MAV.02** **MPV.01** MT1.02, 03, 04, MT2.01, 02 03, 04, 05, MA1.01, 02 MA2.01, 02, 03, 04; MP1.01, 04; CGE 2e, 4a, 7e	Thinking/ Inquiry Application Communication	Stereotypes - gender - age - ethnic
5	**MTV.01, MTV.02, MAV.01, MAV.02;** MT1.02, 03, 04, MT2.03, 04 05, MA1.01, 02, MA2.02, 04 CGE 4c, 7a	Thinking/ Inquiry Communication	Violence - regulation - cartoons - children's programming - news - sports

Unit 3: Popular Culture – Look Into the Mirror

Time: 20 hours

Unit Description

Popular culture is a composition of artefacts, institutions, customs, hobbies, and fads of mainstream culture. Currently accepted values, social concerns, and standards of beauty, success, and justice are both reflected in and influenced by popular culture. By studying trends, toys, institutions, pastimes, celebrities, and heroes of dominant North American culture, students will be challenged to critically examine the beliefs and values of their society. In addition, students will evaluate the extent to which popular culture influences and shapes, not only societal behaviours, values and beliefs, but their own as well. The study of popular culture provides the platform from which students can begin an introspective analysis of the extent to which their own values are perpetuated by popular culture and how aligned their values are with Catholic teachings. In essence, popular culture provides a mirror that reveals much about who we are.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	**MAV.02** MA2.01 CGE 4g	Knowledge/ Understanding	Pop Culture - definition - terms/vocabulary - relevance - trends and fads - Canadian versus American - evolution of music from radio to video
2	**MTV.01, MAV.01** MT1.04, MA1.01, 02 CGE 1d, 2e	Knowledge Thinking/Inquiry Communication Application	Toys - image makers
3	**MAV.01, MAV.02** MA1.01, 02, 03 MA2.02 CGE 2e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Psychographics - demographics - predicting trends - media analysts

4	**MTV.01, MTV.02** **MAV.01** MT1.02, 04, MT2.01 MA1.02 CGE 2e, 4g	Knowledge Thinking/Inquiry	Money as Motivator of Decision-Making - shopping malls - fast food restaurants - sports - name brand craze
5	**MTV.01, MTV.02** **MAV.01,** MT1.02 04, MT2.01, 02, 04, MA1.01 CGE 1d, 1e, 1j, 2a, 2b, 2e, 3d, 4g	Thinking/Inquiry	Celebrities and Heroes - celebrity images - scandal - picturing the hero: music videos, song lyrics, interviews

Unit 4: The Wired World

Time: 15 hours

Unit Description

Students will have the opportunity to examine the social, moral, and ethical implications of computer technology. Computer literacy involves not only the ability to use the computer and the Internet, but also the ability to understand and evaluate the effects of this new technology on our society. Students will examine the role of this new technology in their lives and discover how the Catholic Church has responded to it in various Church documents. The great fallacy of "The Wired World" is that the Internet provides information – not knowledge. The Internet provides only information. Knowledge is gained by organizing, evaluating, and drawing conclusions about information. Students will be encouraged to explore the various aspects of the web design, advertising, privacy issues, and web page content. The teacher will assist students by providing activities that facilitate this exploration through web page design, writing reviews of web pages, group work, and researching topics such as web-based advertising and privacy on the web.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	**MTV.01, MPV.02, MAV.02** **MT1.01**, 02, 03, 05 MP2.01, 02, 03, 04 MA2.01, 02 CGE 2b, 2c, 2d, 7g	Knowledge/ Understanding	The History of the Internet - counting machines and early digital calculating machines - computer use in World War II - personal computers - Apple - Bill Gates and Microsoft - life before the Internet - World Wide Web
2	**MTV.01, MAV.02** **MT1.05, 06** **MA2.02**, 03, 04 CGE 2a, 3b, 3d, 3f, 6c, 7j	Knowledge/ Understanding Thinking/Inquiry	Privacy on the Internet - information gathering tools - marketing information - privacy issues for individuals - legislation about privacy - credit card fraud- software to protect privacy - future concerns

3	**MTV.01, MTV.02, MAV.01, MAV.02** MT1.01, 02, 03, 04, 05, 06 MT2.01, 02, 03, 04, 05 MA1.01, 02, 03, MA2.01, 02, 03, 04 CGE 1h, 2e, 3a, 4e, 5h	Thinking/Inquiry Communication Application	Internet Information – Quality and Quantity - data evaluation - methods of evaluating Internet information - role of 'zines- reviews of several websites - game sites- educational sites- hate sites - Catholic Church on the web - addiction to computer use
4	**MTV.02, MAV.02 MPV.01** MT2.01, 02, 03, MT2.03, 04, 05, MA2.02, 03, MA3.04, MP1.02, 03, 04 CGE 1d, 1g, 5a, 7a, 7e, 7j	Thinking/Inquiry Communication Application	Social and Moral Issues in an Online World - Gospel values treated in the Online World - effects of computers on society- effects of computers on the workplace - effects of digital photography - equity issue in computer access - effects of computers on children - effects of technology on the Third World - isolation in the Wired World

Unit 5: Stop the Presses! – The World of Print

Time: 15 hours

Unit Description

Newspapers and magazines provide interesting and timely curriculum content for the modern-day classroom. They show us how popular culture is evolving in our time. They describe and analyse what is happening in the world using the printed word and pictures. There is a great deal of information each and every day in these print documents. This information is very powerful, but it comes with a price. Newspapers and magazines are not value-free. There is a great need to develop a critical awareness of how the printed word may manipulate our values, attitudes, beliefs, and behaviours. The main aim of this unit is to help students to develop the ability to deconstruct print media so that they can evaluate these media in terms of their own personal, social, and religious values in light of the Gospel. The teacher will assist students by providing activities that facilitate this exploration through newspaper and magazine design, magazine and newspaper advertising, group work, and researching topics such as kinds of news stories, the role of the religious press and the decision-making process of getting a story into print.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	**MTV.01, MPV.02, MAV.02** MT1.01, 02, 03,05 MP2.01, 02, 03, 04, MA2.01, 02 CGE 2b, 2c, 2d, 7g	Knowledge/ Understanding	The History of Newspapers and Magazines - first newspapers and growth of the industry in North America - first magazines and growth of the industry in North America - role of the press in politics, religion, and cultural development - categories of magazines
2	**MTV.01, MTV.02, MAV.02** MT1.05, 06 MA2.02, 03, 04 CGE 2a, 3b, 3d, 3f, 6c, 7j	Knowledge/ Understanding Thinking/ Inquiry	Bias and Propaganda in News Reporting - definition of news - sources of the news - bias and its role in news reporting - propaganda in news reporting - criteria for determining the meaning and value of a piece of news reporting - the school newspaper – a critical look
3	**MTV.01, MTV.02, MAV.01, MAV.02** MT1.01, 02, 03, 04, 05, 06 MT2.01, 02, 03, 04, 05 MA1.01, 02, 03 MA2.01, 02, 03, 04 CGE 1h, 2e, 3a, 4e, 5h	Thinking/ Inquiry Communication Application	The Print Advertisement - role of advertisements in the print media - creation of advertisements - graphic aspects of advertisements - influence of the audience on advertisements and the influence of advertisements on the audience - body image and advertisements - cultural values expressed in advertisements - print advertisements and their effect on children - mixed messages – Good is Bad/Bad is Good
4	**MTV.02, MAV.02, MPV.01** MT2.01, 02, 03, 04, 05 MA2.02, 03, MA3.04 MP1.02, 03, 04 CGE 1d, 1g, 5a, 7a, 7e, 7j	Thinking/Inquiry Communication Application	Social and Moral Issues in the Print World - role of women in the print media - minority representation in the print world - cultural diversity in the world of print - images of the Third World in the print world - view of the Catholic Church on the print media

Unit 6: Film: The Human Story in the Cinema

Time: 15 hours

Unit Description

Students will have the opportunity to examine film critically within the context of their own lives by exploring values and related issues in light of the gospel. Students will be encouraged to explore different aspects of film construction, promotion, and criticism. The teacher will assist the students by providing activities that facilitate this exploration through group work, creative extensions, story boarding, writing reviews, and researching the promotion of films.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	**MTV.01, MAV.01, MAV.02** MT1.02, 04, MA1.01 MA2.01, 03 CGE2a, 2e	Knowledge	Film: Introduction/History - survey of personal film tastes and preferences - development of film from silent era to present - Canadian film industry
2	**MTV.01, MPV.02** MT1.01, 02, 03, 04 MP2.03, 04 CGE2a, 2e	Knowledge Application	Techniques of Film Storytelling - film treatments- storyboarding - camera angles, shots, movements - editing techniques
3	**MTV.02, MAV.01, MAV.02** MT2.01, 02, 03, 04, 05 MA1.01, 02, 03 MA2.01, 04 CGE 2a, 3c	Inquiry Communication	Following a Film's Promotion - hyping a film - media junkets - cross-fertilization: looking at multimedia advertising and promotion of film
4	**MTV.01, MTV.02** MT1.01, 02, 03, 04 MT2.01, 02, 03, 04, 05 CGE 2b, 2c, 2d	Application Communication	Film Reviewing - elements of a film review - target audience - film genres
5	**MPV.01, MPV.02** MP1.01, 02, 03, 04 MP2.03, 04 CGE2a, 3b, 4a, 4f	Application Communication	Film Treatment/Storyboard - plan and develop a film treatment and storyboard for an original film concept - video yearbooks

Unit 7: Culminating Activity

Time: 15 hours

Unit Description

The culminating activity will be ongoing and will reflect several different aspects of the course. The focus will be on advertising as it is integrated throughout the entire course. Advertising is the backbone of our consumer culture. It forms and informs both personal and communal values. Catholic Christians are challenged by our tradition to reflect critically upon these values.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	**MPV.01, MPV.02** MP1.01, 02, 03, 04, 05 MP2, 03, 04 CGE 5d, 5e, 5f, 5g	Knowledge/Understanding Thinking/Inquiry Communication Application	Design and implement a multi-media campaign for a product

Instructional Strategies	Assessment Strategies	Main Resources
• Reading – individual, whole group and small group • Brainstorming – discussion, concept mapping • Researching – print and electronic sources • Editing – peer and self • Conferences – student/teacher, student/student • Written Responses • Lecture/Teacher-led discussion • Personal Reflection • Group Work • Interviewing • Viewing/Listening/ Critiquing • Creative Extensions • Discussion with media professionals • Technical Workshops (video camera, editing suite, computer/ Internet)	**Reflection/Conferencing** • Self-assessment • Peer Assessment/conferencing • Written responses and logs • Student/Teacher conferences **Performance Assessment** • Oral Presentations • Essays, news articles, editorials, reviews, reports • Dramatization and Role-play • Advertisements (print, audio, visual, web-based) • Storyboards • Public Service Announcements • Video/Audio Productions • Collage/Posters • Scripts • Surveys • Media logs and notebooks **Paper-and-pencil Tests** **Final Examination** **Observation: Formal and Informal** **Assessment Tools will include:** • Rubrics • Checklists • Tests • Marking Schemes • Anecdotal comments with suggestions for improvement	**Print** • Church documents • Media text books • Newspapers and magazines • Bible • Dictionaries, thesauri **Software/Video** • Desktop Publishing Program • Presentation software • Internet • CD-ROM • Video **Hardware** • TV/VCR • Computers • CD Player • Video Camera/Cassettes • Video Editing Suite • Audio Player/Tapes • Overhead Projector • LCD Projector **Human** • Librarian • Chaplain • Audio/Visual Technician • Guest Speakers • Team Teachers **Websites** • See Resources

Assessment & Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind, however the knowledge acquired in these courses would benefit students who are hoping to further their education. Open courses comprise a set of expectations that are appropriate for all students. In order to ensure that assessment and evaluation are valid, reliable and equitable, and that they lead to the improvement of student learning, the teacher should use assessment and evaluation strategies that:

- address both what students learn and how well they learn,
- are based on both the categories and descriptors of the Achievement Chart,

- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning and accommodate the needs of exceptional students, consistent with the strategies outlined in the Individual Education Plans, and take into consideration the goals outlined in the students' Annual Education Plan.

Ongoing Assessment and Evaluation (70%)	
Knowledge and Understanding • Tests* • Quizzes • Presentations	Thinking/Inquiry • Presentations • Group Work • Projects • Tests*
Application • Formal Writing • Oral Presentations • Projects • Media Presentations • Student Produced Videos • Tests* • Creative Writing	Communication • Formal Writing • Response Writing • Tests* • Oral Presentations • Projects • Group Discussion
*Tests may involve a wide range of questions and tasks and can be one valid form of assessment in each category.	
Final Evaluation (30 %)	
Final Examination Culminating Activity	

Accommodations

Teachers using course profiles are required to accommodate the unique learning styles of individual students by using the students' Individual Education Plan (IEP). The following is a list of general accommodations for students:

- pairing with another student (mentor, tutor)
- providing scribe/NCR paper
- providing supplementary texts to accommodate different reading levels
- providing alternative activities that suit strengths and learning styles
- providing audio/Braille of print resources
- providing students with extra time and an alternative location(s) for successful completion of tasks
- audio taping or oral assessment of pencil-and-paper tests and assignments
- breaking down assignments into smaller more manageable tasks
- providing students with appropriate frameworks to organize information and assignments
- providing summary sheets of skills and concepts learned
- locating students in the most suitable region of the room. This location will vary depending on visual or hearing acuity
- offering extensions within each unit
- allowing the use of lap top computers within the classroom
- simplifying assignments to include critical material only

Resources

Arthur, Chris, ed. *Religion and the Media: An Introductory Reader.* Cardiff: University of Wales Press, 1993. ISBN 0708312217

AML Anthology 1990 and Anthology Supplement 1992. Toronto: AML, 1990.

Geist, Christopher D. and Jack Nachbar. *The Popular Culture Reader,* 3rd ed. Bowling Green University Press, 1983.

Herman, Edward S. and Noam Chomsky. *Manufacturing Consent: The Political Economy of the Mass Media.* New York: Pantheon Books, 1988. ISBN 0679720340

Junyk, Myra. *Media Meaning: A Program Guide for Educators in Catholic Schools.* Toronto: OECTA, 1997.

Masterman, Len. *Teaching the Media.* London: Comedia, 1985.

McDonnell, Kathleen. *Kid Culture: Children and Adults and Popular Culture.* Toronto: Second Story, 1994. ISBN 0929005643

Media Literacy Intermediate and Senior Divisions Resource Guide. Toronto: Queen's Printer for Ontario, 1989. ISBN 0-77295090-3

Miedzian, Myriam. *Boys Will Be Boys: Breaking the Link between Masculinity and Violence.* New York: Doubleday, 1991. ISBN 0385422547

Miller, Marc Crispin, ed. *Seeing Through the Movies.* New York: Pantheon, 1990. ISBN 0679723676

Moog, Carol. *Are They Selling Her Lips? Advertising and Identity.* New York: William Morrow, 1990.

Pevere, Geoff and Greg Dymond. *Mondo Canuck: A Canadian Pop Culture Odyssey.* Scarborough: Prentice-Hall Canada Inc., 1996. ISBN 0132630885

Popcorn, Faith. *The Popcorn Report.* New York: Harper Collins, 1992. ISBN 0887305946

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business.* New York: Penguin Books, 1985. ISBN 0140094385

Schudson, Michael. *Advertising the Uneasy Persuasion.* New York: Basic Books Inc., 1993. ISBN 0465000800

Sternberg, Barbara, et al. *Through a Filmmaker's Eyes: A Guide to Teaching Film in Media Literacy.* Toronto: The Canadian Filmmakers Distribution Centre, 1992.

Warren, Michael. *Seeing Through the Media: A Religious View of Communications and Cultural Analysis.* Harrisburg, PA: Trinity Press International, 1997. ISBN 1563382113

Wolfe, Naomi. *The Beauty Myth.* Toronto: Vintage, 1990. ISBN 0385423977

Worsnop, Chris M. *Screening Images: Ideas for Media Education.* Mississauga: Wright Communications, 1994.

Church Documents

Abbot, Walter M., ed. *The Documents of Vatican II.* Chicago: Follet Publishing Co., 1966.

Australian Bishops Conference. *Children and Television.* Sydney: Australian Bishops, 1979.

Ontario Conference of Catholic Bishops. *100 Years of Catholic Social Teaching.* Ontario, 1991.

Pontifical Council for the Means of Social Communication. *Pastoral Instruction on the Means of Social Communication (Communio et Progressio).* Rome, 1971.

Pontifical Council for Social Communications. *Aetatis Novae (On Social Communication).* Rome, 1992.

Pontifical Council for Social Communications. *Pornography and Violence in the Communication Media.* Rome, 1989.

Sacred Congregation for Catholic Education. *Lay Catholics in Schools: Witness to Faith.* Canadian Conference of Catholic Bishops, 1982.

U.S. Catholic Bishops Conference. *Confronting a Culture of Violence: A Catholic Framework for Action.* Washington, D.C., 1994.

Student Text Books

Anderson, Neil. *Media Works*. Toronto, 1989. ISBN 019-5407030-X

Carpenter, Donna. *Media Images and Issues.* Don Mills: Addison-Wesley, 1989. ISBN 0-201-19207-1

Duncan, Barry, et al. *Mass Media and Popular Culture:* Version Two. Toronto: Harcourt, Brace, Jovanovich, 1996. ISBN 0774701706

Hone, Rick and Liz Flynn. *Video in Focus: A Guide to Viewing and Producing Video.* Toronto: Globe Modern, 1992.

Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Academy of Motion Pictures – www.oscars.org

Ad Critic – www.adcritic.com

Association for Media Literacy – www.interact.uoregon.edu/MediaLit/FA/

Cable in the Classroom – www.cableintheclassroom.ca

Canadian Journal of Communication – www.cjc-online.ca

Centre for Media Literacy – www.medialit.org/

Jesuit Communication Project – www.interact.uoregon.edu./MediaLit/JCP/

Media Awareness Network – www.media-awareness.ca

Media Foundation – www.adbusters.org

Media Literacy Online Project – www.interact.uoregon.edu/MediaLit/FA/home/gatec.html

National Film Board of Canada – www.nfb.ca

Queen's University Film Studies – www.film.queensu.ca/Links.html

OSS Considerations

This course is designed to prepare students for further study in Media Studies, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students. These expectations are outlined in *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999, and The Ontario Curriculum, Grades 11 and 12, English 2000.* The English curriculum provides many opportunities for students to develop necessary written, oral communication, and collaborative skills directly related to career exploration activities and the student exit plan outlined in *Choices into Action: Guidance and Career Education Program Policy For Ontario Elementary and Secondary Schools, 1999.* This course reflects the role of technology, the integration of career expectations, and assessment, evaluation and reporting strategies prescribed in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*

Coded Expectations, Media Studies, Grade 11, Open, EMS3O

Media Texts

Overall Expectations

MTV.01 · analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;

MTV.02 · analyse media representations to describe their content, identify bias, and explain their impact on audiences.

Specific Expectations

Analysing Media Forms, Techniques, Style, and Language

MT1.01 – identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning (e.g., in an oral presentation examine how a newspaper, a radio station, a television network, and a news website cover the same event, and explain how the differences affect interpretations of the event);

MT1.02 – identify and explain how media conventions and techniques influence the creation and interpretation of media works (e.g., describe how audience expectations about a western or a horror film are shaped by the use of a familiar formula; compare the production costs for a thirty-second TV commercial and a thirty-minute TV show and assess the implications of the findings; report on the controversy about the use of computer retouching in fashion photography and photo-journalism);

MT1.03 – analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view (e.g., analyse the language used in a sports broadcast and explain its purpose and effect; describe the narrative language used in an animated media work and state what themes and beliefs are being communicated);

MT1.04 – explain how aesthetic qualities in media works contribute to audience enjoyment and understanding (e.g., assess the effectiveness of colour in advertisements for particular purposes and audiences; identify and explain the emotional response evoked by background music in a range of films);

MT1.05 – explain how a media form changes when presented in a new communication context and assess the effect of the changes (e.g., describe the changes that occur when newspapers are presented on the Internet);

MT1.06 – explain the ways in which media influence and shape various environments and activities (e.g., describe how the televising of hockey or baseball games influences the appearance of the arena or stadium and the pace of the game).

Analysing Media Representations

MT2.01 – analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations (e.g., create a collage of familiar stereotypes in the media and explain the overall impact of these images; compare media representations of work, vacation experiences, or family life with their own experiences);

MT2.02 – examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed (e.g., discuss how the message of a popular television program would change if the main characters were from a different socio-economic or ethnic group; explain the effects of the inclusion, exclusion, or positioning of people or groups in magazine advertisements);

MT2.03 – analyse media representations of social, political, and cultural issues and explain how the representations influence people's interpretation of the issues and their level of concern (e.g., analyse media coverage of the international response to a war or uprising; assess the effectiveness of public-service announcements in the media);

MT2.04 – analyse and explain the representations of behaviours and attitudes in media works (e.g., analyse the news coverage given to the achievements of a local hero; describe and explain the attitudes depicted during a conflict and its resolution in a feature film or television drama);

MT2.05 – compare and analyse the representations of people and issues in a variety of media and identify factors that may account for any differences (e.g., compare the coverage of social issues and current events in mainstream media with that in alternative periodicals, video documentaries, or on some specialty cable-TV channels; prepare an oral presentation about how the ownership and funding of a variety of media may influence their presentation of events).

Media Audiences

Overall Expectations

MAV.01 · demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;

MAV.02 · analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.

Specific Expectations

Analysing Audience Characteristics and Responses

MA1.01 – compare their own and others' responses to a variety of media works and explain how the characteristics of audiences influence how the audiences interpret and enjoy particular works (e.g., observe over time, record, and explain their own and others' media use and preferences);

MA1.02 – explain how and why media businesses, sponsors, and advertisers identify and target audiences based on social and economic factors (e.g., discuss examples of products or TV programs that are targeted to different demographic groups; explain why certain commercials are aired during teen prime-time dramas; investigate and explain the rationale behind product placement in current feature films and television programs);

MA1.03 – explain how and why people use media and communication technologies (e.g., analyse information about people's media use from interviews, surveys, or studies of consumer demographics; report on how media are used to promote education or community participation).

Analysing the Impact of Media on Society

MA2.01 – analyse the social, economic, and cultural contributions made by Canadian media industries (e.g., chart the growth of the film industry in Canada; research the Canadian animation industry and report on its economic and cultural impact);

MA2.02 – analyse the impact of media and communication technologies on interpersonal communications, commerce, education, family life, and work (e.g., research information for a report on the impact on people's lives of e-mail or cell phones);

MA2.03

– assess the impact of media and communication technology on the relationships among countries, cultures, and economies around the world (e.g., research the role of media and communication technologies in spreading the influence of North American popular culture around the world);

MA2.04 – assess the impact on society of the fact that most media are funded by revenue from advertising, admission fees, and public contributions (e.g., debate the advantages and disadvantages of the commercial and public sponsorship of arts and athletic events).

Media Production

Overall Expectations

MPV.01 · demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;

MPV.02 · describe production roles and responsibilities in a variety of media industries and identify key conditions that affect the production, financing, and distribution of media works.

Specific Expectations

Creating Media Works

MP1.01 – select and use the conventions of a particular genre and appropriate techniques to produce media works (e.g., create suspense in a video by using low camera angles, eerie music, and dim lighting; design a website that includes animated clip art and coloured text; adapt a published short story for radio, selecting and using narrative techniques appropriate to the medium);

MP1.02 – select and use the appropriate level of language, tone, and point of view in creating media works for specific audiences and purposes (e.g., videotape or audiotape a mock colour commentary of a school sports event; create posters aimed at different groups to advertise a community event);

MP1.03 – adapt messages for different media and for different audiences and explain how the characteristics of media forms and audiences influenced production decisions and shaped the content (e.g., adapt a short story for a comic book or a website; write or produce a news story about the same event for radio and for the school newspaper; explain the choices made in creating a water-safety poster for adults and another for children);

MP1.04 – use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience (e.g., create a website or print advertisement about drug abuse aimed at a teen audience; create a collage that presents alternative perspectives on a social issue);

MP1.05 – design a multimedia campaign to promote an institution or product (e.g., plan a campaign that includes print advertising, TV or radio commercials, a website, and clothing or other product tie-ins).

Examining Production Contexts, Roles, and Responsibilities

MP2.01 – explain how copyright law and guidelines for protecting intellectual property rights affect Canadian media industries and audiences (e.g., report on the ethical and economic implications of copyright and digital sampling in the music industry; list the guidelines that exist for citing material from newspapers or magazines posted on the Internet; research the guidelines for using an artist's music in a film, video, or television program);

MP2.02 – explain how industry codes, government regulations, and commercial considerations affect the way in which media businesses operate (e.g., investigate prime-time TV programming and suggest reasons for positioning top-rated programs in the schedule; compare the effects on media businesses of the regulations governing media ownership in Canada and in the United States; analyse various advertisements in relation to the Canadian Code of Advertising Standards);

MP2.03 – describe the various stages and responsibilities in the production of a media work (e.g., for a film or videotape, describe the concept or proposal stage, the development of the storyboard, and the responsibilities involved in the filming or videotaping process; use the website of a film studio, or other sources, to research ways in which a director interacts with writers, actors, and sound, camera, and lighting crews during the production process);

MP2.04 – explore career opportunities in the media and media-related businesses (e.g., write a report on the career opportunities for an editor, producer, cinematographer, carpenter, film lab technician, entertainment lawyer, actor, accountant, caterer, website designer, reporter, or photographer; visit a local media business such as a television studio or advertisement agency, or invite a speaker into the classroom, to learn about media production, careers, issues, or events).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;
CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
CGE1i -integrates faith with life;
CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;
CGE2b -reads, understands and uses written materials effectively;
CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d -writes and speaks fluently one or both of Canada's official languages;
CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b -creates, adapts, evaluates new ideas in light of the common good;
CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d -makes decisions in light of gospel values with an informed moral conscience;
CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 2: Television – What's Inside the Box?

Time: 20 hours

Unit Description

Television plays an integral role in our society. Not only does it provide us with enjoyment, but, for better or worse, it also informs ideology, values, and identity. As a business, the television industry generates billions of dollars by selling target audiences to product manufacturers. Television's visual appeal makes its representations of people, events, society, and the global village convincing and credible and as a result, shapes the way we see the world and ourselves. By examining the role of television in today's world, students will approach television with a critical as opposed to a passive mind. By encouraging a critical thinking/cultural studies approach to television, students will develop analytical skills that will help them to make informed decisions not only in the media classroom, but also beyond. Ethical issues raised in this television unit regarding values, identity, consumerism, racism, and violence encourage students to be witnesses to Catholic social teaching by promoting morality, equality, respect, and effort toward a peaceful and compassionate society.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. Turning on the Set: An Introduction to Television	150 min	**MAV.01, MAV.02** MA1.02 MA2.01, 03 CGE 2b, 2e	Knowledge/ Understanding Application	Task Sheet Jigsaw Activity Media Log
2. Scheduling for Success	150 min	**MAV.01, MAV.02** MA1.02 MA2.04 CGE 2b, 2e	Thinking/Inquiry Communication	Research television schedules Report on scheduling task
3. Whose Genre is it Anyway?	300 min	**MTV.01, MTV.02** MT1.01, 02, 03, 04; MT2.01, 02, 03, 04, 05 CGE 4g, 5d, 5e, 5f	Thinking/Inquiry Communication	Design and delivery of survey Design of pilot program
4. What's in a Stereotype?	360 min	**MTV.01, MTV.02 MAV.01, MAV.02 MPV.01** MT1.02, 03, 04; MT2.01, 02, 03, 04, 05; MA1.01, 02; MA2.02, 04; MP1.01, 04 CGE 2e, 4a, 7e	Thinking/Inquiry Application Communication	Documentary design and preparation Paragraph Assignment
5. Viewing Violence	240 min	**MTV.01, MTV.02 MAV.01, MAV.02** MT1.02, 03, 04 MT2.03, 04, 05; MA1.01, 02 MA2.02, 04 CGE 4c, 7a	Thinking/Inquiry Communication	Media log Group report on Television Violence News Report

Activity 1: Turning on the Set: An Introduction to Television

Time: 150 minutes

Description

Teachers will introduce students to television terminology and concepts. Having acquired these basic concepts, students will have a broader knowledge base from which to develop a critical perspective in their daily television viewing. Students will come to appreciate the power of the audience as seen through ratings and demographics that determine the relative success or failure of a television program. Students will consider critically their national identity in light of the dominance of large American networks and programming. This set of activities will form the lens through which students will consider and critique television's role in shaping their identity in light of Church social teaching. Students will recognize the inter-dependence between television programming and advertising. During the following activities students will appreciate the role of television in an economy that is based on production and consumption. They will be invited to critique this system in light of Catholic social teaching.

Strand(s) & Learning Expectations

Strand(s): Media Audiences

Overall Expectations

MAV.01 - demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;
MAV.02 - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.

Specific Expectations

MA1.02 - explain how and why media businesses, sponsors, and advertisers identify and target audiences based on social and economic factors;
MA2.01 - analyse the social, economic, and cultural contributions made by Canadian media industries;
MA2.03 - assess the impact of media and communication technology on the relationships among countries, cultures, and economies around the world.

Ontario Catholic School Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively;
CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

Prior Knowledge & Skills

- Students should understand and be familiar with the key concepts of media literacy.
- Students should be familiar with jigsaw technique and group work delegation of tasks.

Planning Notes

- The teacher should be familiar with basic concepts and terms of television such as network, affiliate, production company, cable, rating, share, demographics, Canadian Radio-Television and Telecommunications Commission.
- The teacher should recall that the eight key concepts explored in Unit 1 are the groundwork for all further media explorations. They should be infused and reinforced throughout all the units.
- The teacher should obtain most recent television broadcasting guidelines from CRTC.
- The teacher should be familiar with basic economic theory in relation to television and advertising and the degree to which these support our economy.
- The teacher should collect television guides and summaries of weekly ratings found in entertainment magazines and on the Internet.

- The teacher should design a worksheet entitled Television Terms Search Task Sheet. This sheet will be used in conjunction with the television guides and the ratings summaries to help students identify and apply the basic concepts and terms of television.

Teaching/Learning Strategies

- Using lecture format, teacher introduces students to the basic terminology of television: network, affiliate, production company, cable, rating, share, demographics, CRTC.
- The teacher distributes Television Terms Search Task Sheet, e.g., identify affiliates and networks in their local viewing area, list the top rated and lowest rated shows for the week.
- Working in small groups with television guide summaries of weekly ratings (found in entertainment magazines and on the Internet), students complete the task sheet.
- In class discussion, students report their findings.
- The teacher monitors and assesses student participation informally.
- In class discussion, students list and record, on an overhead, their favourite television programs.
- Students identify which of these programs are Canadian.
- The teacher poses questions for discussion, as such:
  - How many Canadian television shows can you name?
  - How many of these do you watch regularly?
  - Can you describe what distinguishes these programs as Canadian?
  - Should Canadian television channels be required to have a certain percentage of Canadian content?
  - What should that percentage be?
  - How should the percentage be enforced?
- Introduce the CRTC as an institution. Using the jigsaw technique, divide class into groups to examine the guidelines of the CRTC. Each group will become expert in one aspect of CRTC regulation.
- Using the same home groups, have students compare television programming for an American television station to the programming for a Canadian station. Students evaluate and report on the influence of their assigned regulation on the Canadian station programming.
- Through whole class discussion, students will produce a rubric to evaluate the jigsaw task. The teacher will do informal evaluation of group reports within the jigsaw framework using the rubric developed by the class.
- Students will produce a written report on the influence of the CRTC on Canadian programming and the value of Canadian content on television.

Assessment & Evaluation of Student Achievement

- Informal teacher observation of commitment to task, effective use of class time, group dynamics, respectful attitude toward learning and others
- Student reflection in media log
- Teacher observation rubric developed by class
- Completion of handout/task sheet

Accommodations

- Conference with students and resource staff to determine the nature of accommodations.
- Consult with IEPs to determine appropriate accommodations.
- Provide definitions sheet for terminology.

- Student groupings should reflect a variety of abilities.
- Pair student with peer tutor/scribe, where necessary.
- Enrichment activities negotiated between teacher and student, e.g., Internet search of network home pages (where the resources exist).

Resources

AML Anthology 1990 and *Anthology Supplement 1992*. Toronto: AML, 1990.

Bureau of Broadcast Measurement - www.bbm.ca

CRTC - www.crtc.gc.ca

Duncan, Barry. *Mass Media and Popular Culture,* Version Two. Toronto: Harcourt, Brace, Jovanovich, 1996. ISBN 0774701706.

Junyk, Myra. *Media Meaning: A Program Guide for Educators in Catholic Schools*. Toronto: OECTA Publishing, 1998.

Media Literacy Intermediate and Senior Divisions Resource Guide. Toronto: Queen's Printer for Ontario, 1989. ISBN 0-77295090-3

Nielsen Rating Service - www.nielsenmedia.com

TV Radio World - www.tvradioworld.com

Activity 2: Scheduling for Success

Time: 150 minutes

Description

Students will identify programming strategies used in their everyday viewing. They will appreciate the inter-dependence between television programming and advertising. Students will understand the role of television in an economy that is based on production and consumption. As well, they will be invited to critique this system in relation to the Gospel.

Strand(s) & Expectations

Strand(s): Media Audiences

Overall Expectations

MAV.01 - demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;
MAV.02 - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.

Specific Expectations

MA1.02 - explain how and why media businesses, sponsors, and advertisers identify and target audiences based on social and economic factors;
MA2.04 - assess the impact on society of the fact that most media are funded by revenue from advertising, admission fees, and public contributions.

Ontario Catholic School Graduate Expectations

CGE 2b - reads, understands, and uses written materials effectively;
CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

Prior Knowledge & Skills

- Students should understand and be familiar with the key concepts of media literacy.
- Students should be familiar with jigsaw technique and group work delegation of tasks.

Planning Notes

- The teacher should be familiar with basic concepts of television such as scheduling strategies (hammocking, bridging, blunting, counter-programming), and advertising claims and appeals.
- The teacher should collect television guides and summaries of weekly ratings that can be found in entertainment magazines and the Internet.
- The teacher designs a brief summary of three imaginary new television shows, e.g. *Common Ground* – This new sitcom is about eight young people (all teenagers) who start a gardening/lawn mowing business together. The characters are attractive and eccentric. While they each want to make it in the business world, they also care deeply about one another.

Teaching/Learning Strategies

- Using a lecture-style lesson, the teacher will introduce programming strategies, claims, and appeals.
- Working in small groups with television guides, students will examine the use of programming strategies networks employ in scheduling, e.g., Students locate a show that has been "hammocked".
- Students, working in the same groups, will be assigned three new hypothetical pilot programs, each aimed at specific target audiences and reflecting a variety of television genres.
- Students are to schedule these programs employing the specific scheduling strategies.
- In a large group discussion, each group explains and defends the programming strategy they employed for each pilot.
- The teacher will assign three to five specific television programs to be viewed over the course of three evenings. These programs should reflect a variety of target audiences.
- While viewing these shows, students record, in a viewing log: the target audience(s), products advertised during commercial breaks, the appeals used, and product placements within the programs.
- Students present their findings to the class through large group discussion.

Assessment & Evaluation of Student Achievement

- Informal teacher evaluation of commitment to task, effective use of class time, group dynamics, respectful attitude toward learning and others
- Student reflection in media logs
- Teacher observation checklist for group presentation of scheduling strategies

Accommodations

- Teacher conferences with students to determine the nature of the accommodation
- Use of multi-level groups
- Negotiation of enrichment activities with students
- Peer helpers could provide assistance to groups

Resources

American Broadcasting Corporation – www.abc.go.com

AML Anthology 1990 and *Anthology Supplement 1992.* Toronto: AML, 1990.

Bureau of Broadcast Measurement – www.bbm.ca

Canadian Broadcasting Corporation – www.cbc.ca

CRTC – www.crtc.gc.ca

Canadian Television Network – www.ctv.ca

Columbia Broadcasting System – www.cbs.com

Duncan, Barry. *Mass Media and Popular Culture, Version Two.* Toronto: Harcourt, Brace, Jovanovich, 1996. ISBN 0774701706

Junyk, Myra. *Media Meaning: A Program Guide for Educators in Catholic Schools.* Toronto: OECTA Publishing, 1998.

Media Literacy, Intermediate and Senior Divisions, Resource Guide. Toronto: Queen's Printer for Ontario, 1989. ISBN 0-77295090-3

National Broadcasting Corporation – www.nbc.com

Nielsen Rating Service – www.nielsenmedia.com

Pavese, Edith and Judith Henry. *TV Mania.* New York: Harry N. Abrams, Inc. Publishers, 1998. ISBN 0-8109-3892-8

TV Radio World – www.tvradioworld.com

Activity 3: Whose Genre is it Anyway?

Time: 300 minutes

Description

Students will learn to recognize the various television genres and how the characteristics and forms of each genre contribute to meaning and pleasure. Students will also have the opportunity to create original media products taking into consideration audience concerns and experience. Students will explore how their values and identity are both reflected and shaped by television. Moreover, they are challenged to consider whether the formats and genres of television programming display the fullness of humanity that we are called to by the Gospel.

Strand(s) & Learning Expectations

Strand(s): Media Texts

Overall Expectations

MTV.01 - analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;
MTV.02 - analyse media representations to describe their content, identify bias, and explain their impact on audiences.

Specific Expectations

MT1.01 - identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning;
MT1.02 - identify and explain how media conventions and techniques influence the creation and interpretation of media works;
MT1.03 - analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view;
MT1.04 - explain how aesthetic qualities in media works contribute to audience enjoyment and understanding;
MT2.01 - analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations;
MT2.02 - examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed;
MT2.03 - analyse media representations of social, political, and cultural issues and explain how the representations influence people's interpretation of the issues and their level of concern;

MT2.04 - analyse and explain the representations of behaviours and attitudes in media works;
MT2.05 - compare and analyse the representations of people and issues in a variety of media and identify factors that may account for any differences.

Ontario Catholic School Graduate Expectations

CGE 4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
CGE 5d - finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good;
CGE 5e - respects the rights, responsibilities, and contributions of self and others;
CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

Prior Knowledge & Skills

- Students should know and understand the key concepts of media literacy.
- Students should be familiar with storyboarding and script writing.

Planning Notes

- The teacher should be familiar with the different genres of television programming and possess some knowledge of the history and development of television programs.
- Students may require a letter of introduction/explanation when going out into the larger community to interview members of their focus group.
- The teacher should consult with school administration about the nature of the assignment that requires students to interview members of the community. Any safety issues should be clarified at this time. Parental permission should be sought.
- Teacher may want to emphasize to students that they are ambassadors for the school in the larger community, and as such, they need to be conscious of their deportment.
- Due to time demands outside of the classroom, students should be allowed to choose their own group members.

Teaching/Learning Strategies

- The teacher introduces the concept of television genres to the class via large group discussion.
- The teacher divides students into small groups and assign each group one television genre, e.g., talk shows, sitcoms, soap operas, "real TV," music videos, drama, sports, children's programming.
- Groups evaluate the characteristics of the genre according to the following:
  - List of shows that fall under the genre
  - Length of the program
  - Description of the set(s)
  - Character types
  - Types of conflict
  - Sources of appeal in viewing
  - Values/Treatment of social issues
  - "Hyper Reality" - phoniness vs. realism
- Once students have discussed the criteria, they record their findings on chart paper and informally present them to the class.
- Class discussion follows each presentation during which the teacher will clarify and elaborate ideas/concepts, e.g., stereotypes, social values, and gender roles.
- Chart paper work can remain on the walls throughout the duration of the television unit.
- Assign groups of students a particular focus group, e.g., firefighters, pre-schoolers, senior citizens, teachers, and storeowners.

- Each group designs an interview survey that will allow them to identify the concerns of their focus group.
- After school, students distribute the surveys and collect data.
- From data, the students create a profile of their focus group.
- Groups then submit a proposal for a pilot program outlining the television genre they have selected and a defence of their choice. The proposal should also include a description of the show's premise, a brief description of the major characters and setting, and a brief outline of the plot of the pilot episode. Students are reminded that the show should reflect the genuine concerns and experiences of their focus group.
- Students will be required to script and storyboard the first scene of the pilot episode.
- Through class discussion, students develop an oral presentation rubric.
- Students introduce and explain their pilot to the larger class group in a formal oral presentation.

Assessment & Evaluation of Student Achievement

- Informal teacher and anecdotal notes about group dynamics
- Self and peer evaluations of oral presentations
- Teacher/student conferences
- Teacher review of student-created media work
- Rubric for formal oral presentation

Accommodations

- Break down larger activities into smaller, more manageable steps.
- As a creative extension, students could videotape or re-enact the first scene of their pilot episode.

Resources

AML Anthology 1990 and *Anthology Supplement 1992*. Toronto: AML, 1990.

Bianculli, David. *Teleliteracy: Taking Television Seriously*. New York: Touchstone, 1994. ISBN 0815606532

Bianculli, David. *Dictionary of Teleliteracy: Television's 500 Biggest Hits, Misses and Events*. New York: Continuum, 1996. ISBN 0-82640577-0

Duncan, Barry. *Mass Media and Popular Culture*, Version Two. Toronto: Harcourt, Brace, Jovanovich, 1996. ISBN 0774701706

Giltin, Todd, ed. *Watching Television*. New York: Pantheon, 1986. ISBN 0394746511

Jones, Gerard. *Honey, I'm Home! Sitcoms: Selling the American Dream*. New York: Grove Weidenfeld, 1992. ISBN 08021-1308-74

Junyk, Myra. *Media Meaning: A Program Guide for Educators in Catholic Schools*. Toronto: OECTA Publishing, 1998.

Media Literacy Intermediate and Senior Divisions Resource Guide. Toronto: Queen's Printer for Ontario, 1989. ISBN 0-77295090-3

Nelson, Joyce. *The Perfect Machine: TV in the Nuclear Age*. Toronto: Between the Lines Press, 1987. ISBN 0919946852

Pungente, John J. *More Than Meets the Eye: Watching Television Watching Us*. Toronto: McClelland and Stewart Inc., 1999. ISBN 0-77107100-0

Taylor, Ella. *Primetime Families: Television Culture in Post-War America.* Berkeley: University of California Press, 1989.

Activity 4: What's in a Stereotype?

Time: 360 minutes

Description

Students explore the concept of stereotypes in television. They examine the stereotypical portrayal of various groups of people in the television world and discuss how this kind of portrayal is viewed by the Church and our Catholic faith community. Through the production of a class documentary on the topic of Stereotyping in Television, students use research techniques, analyse the documentary form, examine how television uses stereotyping to attract audiences and draw conclusions about the influence of television on society within the context of a faith perspective.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences, Media Production

Overall Expectations

MTV.01 - analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;
MTV.02 - analyse media representations to describe their content, identify bias, and explain their impact on audiences;
MAV.01 - demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;
MAV.02 - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy;
MPV.01 - demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes.

Specific Expectations

MT1.02 - identify and explain how media conventions and techniques influence the creation and interpretation of media works;
MT1.03 - analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view;
MT1.04 - explain how aesthetic qualities in media works contribute to audience enjoyment and understanding;
MT2.01 - analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations;
MT2.02 - examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed;
MT2.03 - analyse media representations of social, political, and cultural issues and explain how the representations influence people's interpretation of the issues and their level of concern;
MT2.04 - analyse and explain the representations of behaviours and attitudes in media works;
MT2.05 - compare and analyse the representations of people and issues in a variety of media and identify factors that may account for any differences;
MA1.01 - compare their own and others' responses to a variety of media works and explain how the characteristic of audiences influence how the audiences interpret and enjoy particular works;
MA1.02 - explain how and why media businesses, sponsors, and advertisers identify and target audiences based on social and economic factors;
MA2.02 - analyse the impact of media and communication technologies on interpersonal communications, commerce, education, family life, and work;
MA2.04 - assess the impact on society of the fact that most media are funded by revenue from advertising, admission fees, and public contributions;

MP1.01 - select and use the conventions of a particular genre and appropriate techniques to produce media works;
MP1.04 - use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience.

Ontario Catholic School Graduate Expectations
CGE2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
CGE4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE7e - witness Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Prior Knowledge & Skills

- Students should understand and be able to use the video camera to produce a media product.
- Students should be familiar with the framework of a documentary television product.
- Students should be able to work in groups in order to delegate tasks, organize a production, and communicate with each other to accomplish goals.
- Students should be familiar with the key concepts of media, storyboarding, scripting, editing, production techniques, and roles in the creation of a television documentary product.

Planning Notes

- The class must have access to a video camera during the time of taping of the documentary.
- The teacher should prepare several readings on stereotyping in television using some of the reference resources for discussion purposes.
- The teacher should oversee the division of tasks in the groups in order to ensure an equal division of the work involved.
- The teacher should outline how the assessment of the unit will be done. In particular, the entire class should develop the rubric for the paragraph response to the assignment. The checklist for each group should also be developed by students in collaboration with the teacher.
- Any special permission for using different classrooms or areas of the school for taping of the documentary should be arranged prior to the beginning of this unit.
- Other English teachers should be consulted to see if they wish to participate in this project by allowing advertising of the documentary to be displayed in their classrooms and by later viewing the product in their classes. Perhaps these teachers could also integrate the viewing of the documentary into their curriculum, i.e., media strand, writing reviews etc.

Teaching/Learning Strategies

- The teacher leads a discussion of the concept of "stereotyping" using quotations taken from Church documents and other reference sources. The class comes up with a definition of the term to be used as the basis of the documentary project.
- Students are asked which groups are stereotyped on television e.g., women, teens, older people, ethnic groups, religious groups, etc. Various questions will be discussed: How are groups stereotyped? What role does bias play in promoting stereotyping? What effect does this stereotyping have on the self-esteem of the various members of these groups? Why do the sponsors of television programs promote stereotyping? Does Canadian television programming reflect the multi-cultural reality of Canada?

- Students are asked to list examples of stereotyping in their favourite television programs.
- The class is introduced to the class assignment – to produce a 15-minute documentary on the topic of "television stereotyping." After production has been completed, this documentary could be shown to audiences in other English classrooms throughout the school.
- Students are given the choice to join one of four groups to produce the documentary:
  A. Research Department – conducts surveys in the school on the topic, uses the Internet and other resources to provide the basis for the documentary script, writes the script for the documentary
  B. Production Department – consists of the production crew for the documentary – producer, director, participants, schedulers, taping crew
  C. Creative Department – takes charge of the creative aspects of the production – lighting, sound, props, costumes, set design
  D. Advertising Department – sells the product in the school through advertisements, PA announcements and other means, also produces a one-minute advertisement during the documentary for a product without any stereotyping
- Students should be given class time to work on the project.
- Groups develop checklists in consultation with the teacher to describe what performance criteria should be used to evaluate the group's achievement.
- The class views the documentary together.
- The project could be shown in other English classrooms.
- Through class discussion, a rubric is developed to evaluate the paragraph assignment given at the end of this unit.
- Students respond to the assignment by writing one paragraph on the topic, My Role in the Production of the Documentary on Television Stereotyping.

Assessment & Evaluation of Student Achievement

- The project is evaluated by the teacher in the form of a "documentary review" written by the teacher as if he/she were a television reviewer. Class discussion about the characteristics of the review and the validity of the teacher's judgements.
- Individual groups are evaluated using checklists for performance developed by the groups during the course of working in the groups in consultation with the teacher.
- Individual students are evaluated on their paragraphs using the rubric developed by the entire class.

Accommodations

- The wide variety of tasks to be done in the production of a documentary will allow students to display their strengths through a variety of formats.
- Students who have difficulty responding in writing could be given the option of responding using a computer or audiotape format.

Resources

Abercrombie, Nicholas. *Television and Society.* Cambridge: Polity Press, 1996. ISBN 0-7456-1436-1

Arthur, Chris, ed. *Religion and the Media: An Introductory Reader.* Cardiff: University of Wales Press, 1993. ISBN 0708312217

Cable in the Classroom – www.cableintheclassroom.ca

Campbell, Sandra. *Positive Action: Gender and Violence in Children's Entertainment Teacher Kit.* Toronto: MediaWatch, 1995.

Carpenter, Donna. *Media Images & Issues.* Don Mills: Addison-Wesley Publishers Limited, 1989. ISBN 0-201-19207-1

Media Literacy Intermediate and Senior Divisions Resource Guide. Toronto: Queen's Printer for Ontario, 1989. ISBN 0-77295090-3

Media Awareness Network – www.media-awareness.ca

Moog, Carol. *Are they Selling Her Lips? Advertising and Identity.* New York: William Morrow, 1990.

Pontifical Council for Social Communications. *Aetatis Novae (On Social Communication).* Rome, 1989.

Schultze, Quentin J., et al. *Dancing in the Dark: Youth, Popular Culture and the Electronic Media.* William B. Eerdmans Publishing Co., 1991.

Ungerleider, Charles S. and Ernest Kreiger. *Television and Society: An Investigative Approach.* Toronto: Irwin, 1985. ISBN 0-7725-1518-2

Activity 5: Viewing Violence

Time: 240 minutes

Description

Through this activity, students will gain an awareness of how media violence impacts on our culture. Through the lenses of Church documents and articles about violence on television, students will be able to interpret the effect of the use of violence on television, explain how audiences are affected by violence on television, understand why violence is used by sponsors to attract audiences to television programs and draw conclusions about how our faith community should react to the role of violence on television.

Strand(s) & Learning Expectations

Strand(s): Media Texts, Media Audiences

Overall Expectations

MTV.01 - analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;
MTV.02 - analyse media representations to describe their content, identify bias, and explain their impact on audiences;
MAV.01 - demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;
MAV.02 - analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.

Specific Expectations

MT1.02 - identify and explain how media conventions and techniques influence the creation and interpretation of media works;
MT1.03 - analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view;
MT1.04 - explain how aesthetic qualities in media works contribute to audience enjoyment and understanding;
MT2.03 - analyse media representations of social, political, and cultural issues and explain how the representations influence people's interpretation of the issues and their level of concern;
MT2.04 - analyse and explain the representations of behaviours and attitudes in media works;
MT2.05 - compare and analyse the representations of people and issues in a variety of media and identify factors that may account for any differences;
MA1.01 - compare their own and others' responses to a variety of media works and explain how the characteristic of audiences influence how the audiences interpret and enjoy particular works;
MA1.02 - explain how and why media businesses, sponsors, and advertisers identify and target audiences based on social and economic factors;

MA2.02 - analyse the impact of media and communication technologies on interpersonal communications, commerce, education, family life, and work;
MA2.04 - assess the impact on society of the fact that most media are funded by revenue from advertising, admission fees, and public contributions.

Ontario Catholic School Graduate Expectations
CGE4c - takes initiative and demonstrates Christian leadership;
CGE7a - acts morally and legally as a person formed in Catholic traditions.

Prior Knowledge & Skills

- Students should understand the criteria for creating an oral report. As a class, they will be able to create a rubric to evaluate the effectiveness of the oral reports presented.
- Students should understand how to create storyboards to illustrate the plot of a television program.
- Students should be aware of the criteria for producing effective skits, posters, video presentations and panel discussions.
- Students should be able to write a news report on a specified topic.

Planning Notes

- The teacher should provide materials about the topic being researched.
- Any special permission for using other areas of the school for research should be arranged prior to the beginning of this unit, e.g., media centre or resource room.
- Any special permission for conducting school surveys should be arranged with school authorities prior to the beginning of this unit.
- The class should have access to the video camera during the time of this unit.
- The teacher should provide students with access to any art supplies/materials they will need to portray their research findings in artistic formats.

Teaching/Learning Strategies

- The teacher reads from the findings of several researchers about the effects of media violence on children. Readings should also be taken from Church documents on the effects of media violence. Since these findings are often in conflict, the class should discuss how media violence has affected them.
- Various aspects of television violence are discussed by the class. The following questions can be used as a guide to the discussion:
  - What is television violence?
  - Why is television violence so appealing to viewers?
  - Are there different types/degrees of violence on television?
  - Which kinds of television programs often are associated with violence?
  - What conventions are associated with television violence?
  - How have regulatory agencies responded to violence on television?
  - What role do parents have in regulating their child's exposure to television violence?
  - What kinds of stereotypes are shown in violent television programs?
  - What role do news programs/rock videos/cartoons have in violent television portrayals?
- Students keep a written report of the violent acts they see on television for the period of one week. They are to include any type of violence they observe. They are to classify the violence according to a scale that they develop individually. The scale is to be explained at the beginning of the media log. They make reference to appropriate Church teachings.

- Students divide up into groups to research, represent and report on one of the following topics:
  - Regulation of Television Violence
  - Violence in Children's Programming
  - News Violence
  - Rock Video Violence
  - Violence in Television Sports Coverage
- Students are to have access to various reports, articles and Internet sites dealing with the topic of Violence on Television.
- Groups are to present their findings in a variety of formats, such as oral reports, storyboards, skits, game shows, panel discussions, or a series of posters. A checklist developed by the class will be used to evaluate individual group presentations.
- After the presentation, each student will write a news report on the topic of Violence on Television. A rubric will be developed by the class to evaluate this product.

Assessment & Evaluation of Student Achievement

- The written report are evaluated by the teacher.
- The presentations are evaluated by the teacher using a checklist developed by the class in consultation with the teacher.
- The news reports are evaluated based on a rubric.

Accommodations

- Provide a model of the log for exceptional students.
- The wide variety of presentation formats allows students to display their strengths through a variety of formats.
- Give students who have difficulty responding in writing the option of responding on a computer or in an audiotape format.

Resources

Andersen, Neil. *Media Works.* Toronto: Oxford, 1989. ISBN 019-5407030-X

Arthur, Chris, ed. *Religion and the Media: An Introductory Reader.* Cardiff: University of Wales Press, 1993. ISBN 0708312217

Cable in the Classroom – www.cableintheclassroom.ca

Campbell, Sandra. *Positive Action: Gender and Violence in Children's Entertainment Teacher Kit.* Toronto: MediaWatch, 1995.

Carere, Sharon, ed. *Responding to Media Violence.* Toronto: Metropolitan Toronto School Board, 1996.

Carpenter, Donna. *Media Images & Issues.* Don Mills: Addison-Wesley Publishers Limited, 1989. ISBN 0-201-19207-1

Ekstrom, Reynolds R., ed. *TeenMEDIA.* Don Bosco Multimedia, 1992.

Jesuit Communication Project – www.interact.uoregon.edu./MediaLit/JCP/

Ledingham Jane, et al. *The Effects of Media Violence on Children.* Ottawa: National Clearinghouse on Family Violence, Health Canada, 1993.

Media Literacy, Intermediate and Senior Divisions, Resource Guide. Toronto: Queen's Printer for Ontario, 1989. ISBN 0-77295090-3

Media Awareness Network – www.media-awareness.ca

Pontifical Council for Social Communications. *Aetatis Novae (On Social Communication).* Rome, 1989.

Pontifical Council for Social Communications. *Pornography and Violence in the Communication Media.* Rome, 1989.

Pope John Paul II. *The Gospel of Life: Evangelium Vitae.* New York: Random House, 1995.

Schultze, Quentin J., et al. *Dancing in the Dark: Youth, Popular Culture and the Electronic Media.* William B. Eerdmans Publishing Co., 1991.

Smith, Marilyn E. *Television Violence and Behavior: A Research Summary. ERIC Digest.:* ED366329, Syracuse: ERIC, 1993.

Ungerleider, Charles S. and Ernest Kreiger. *Television and Society: An Investigative Approach.* Toronto: Irwin, 1985. ISBN 0-7725-1518-2

Appendix 1

Unit 7: Culminating Activity

Time: 15 hours

Description

The culminating activity is designed to be an ongoing project throughout the duration of the course. Through creating a variety of media works, students will demonstrate an understanding of the interrelationship of form, content, and audience. Students are expected to work effectively as interdependent team members who are able to exercise Christian leadership in the achievement of individual and group goals. Moreover, they apply effective communication, decision-making, time and resource management skills to evaluate situations and to solve problems. The nature of the activity is an advertising campaign.

Strand(s) & Learning Expectations

Strand(s): Media Production

Overall Expectations

MPV.01 - demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;
MPV.02 - describe production roles and responsibilities in a variety of media industries and identify key conditions that affect the production, financing, and distribution of media works.

Specific Expectations

MP1.01 - select and use the conventions of a particular genre and appropriate techniques to produce media works (e.g., create suspense in a video by using low camera angles, eerie music, and dim lighting; design a website that includes animated clip art and coloured text; adapt a published short story for radio, selecting and using narrative techniques appropriate to the medium);
MP1.02 - select and use the appropriate level of language, tone, and point of view in creating media works for specific audiences and purposes (e.g., videotape or audiotape a mock colour commentary of a school sports event; create posters aimed at different groups to advertise a community event);
MP1.03 - adapt messages for different media and for different audiences and explain how the characteristics of media forms and audiences influenced production decisions and shaped the content (e.g., adapt a short story for a comic book or a website; write or produce a news story about the same event for radio and for the school newspaper; explain the choices made in creating a water-safety poster for adults and another for children);
MP1.04 - use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience (e.g., create a website or print advertisement about drug abuse aimed at a teen audience; create a collage that presents alternative perspectives on a social issue);
MP1.05 - design a multimedia campaign to promote an institution or product (e.g., plan a campaign that includes print advertising, TV/radio commercials, a website, and clothing or other product tie-ins).

Ontario Catholic School Graduate Expectations

CGE 5d - finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good;
CGE 5e - respects the rights, responsibilities, and contributions of self and others;
CGE 5f - exercises Christian leadership in the achievement of individual and group goals;
CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Prior Knowledge & Skills

- Students should understand and be familiar with the key concepts of media literacy.
- Students should be familiar with group work delegation of tasks.

Planning Notes

- The unit is best introduced during the television unit (Unit 2) since students will have been introduced to the key concepts and have had the opportunity to apply them in the television unit.
- The teacher may have to modify the exercise depending on the availability of technology and skilled personnel.
- The teacher may have to design a mini-lesson or a series of mini-lessons on magazine ad layout, storyboarding, and use of video cameras. These mini-lessons can either occur early in the course or be integrated into the appropriate units. In consultation with the school's audio technician (if one is available) the media teacher should arrange a workshop on working with the video cameras as early in the semester as possible.
- The teacher and students should negotiate timelines and due dates. It is important that teacher conference with the students throughout the process to ensure adherence to tasks/timelines.
- Expectations for evaluation should be made clear at the beginning and should be repeated throughout the activity.
- The teacher should remind students of the appropriate nature of language and images in creating their media products.
- The teacher will decide on the appropriate mark allotment for each component of the assignment.

Teaching/Learning Strategies

- The teacher will introduce the advertising campaign early in the course. It will consist of four components: a product profile, a magazine print ad, a television commercial, and an oral presentation.
- The teacher will present the following script/scenario:
- "You and your four or five group members have your own advertising agency. A manufacturing company wants to hire you to advertise their product; they would like to see a sample of your most creative work. In order to do this, your advertising company must create your own original product and create a unique advertising campaign. You will present your ad campaign to the manufacturer on: _____."
- The following is a breakdown of the assignment:

PART A: PRODUCT PROFILE

This is the written component of your ad campaign. It will be one- to two-pages long. It must discuss the following:

- Product Information – Introduce your product (provide a brand name) and give an explanation of the purpose/function of your product.

- Target Audience – At whom are your advertisements aimed? Provide a detailed description of this audience and why the product would appeal to them.
- Scheduling Strategies – Explain and defend your choices as to when you would air your television ad.

PART B: A MAGAZINE PRINT AD

Your ad must:

- include all four parts of a print ad (headline, illustration, copy, and logo);
- appeal to your target audience;
- cover the area of an 8 1/2" x 11" sheet;
- make use of appeals and claims, and be eye catching, attractive, colourful, and original.

PART C: A TELEVISION COMMERCIAL

Your commercial must include:

- a slogan/jingle;
- specific appeal(s) and claim(s);
- a script which incorporates an appropriate setting, props and costuming;
- a storyboard: including video and audio directions;
- a video that is 30-60 seconds in length.

PART D: PRESENTATION

In a 15-20 minute presentation, your advertising firm must introduce the various components of your campaign to the class.

Assessment & Evaluation of Student Achievement

- Formal and informal teacher/student conferences
- Formative assessment via assessment checklist
- Peer and self-evaluation of group dynamic
- Rubrics for various components of project

Accommodations

- The teacher may wish to break components into smaller more manageable steps.
- The teacher may reduce the number of or modify components to meet student(s) needs.
- Students should be free to choose their own groups because of the nature and time commitment of the project.
- Provide written outlines/charts/timelines, where necessary.
- Negotiate enrichment activities/extensions with the student(s).

Resources

Duncan, Barry. *Mass Media and Popular Culture,* Version Two. Toronto: Harcourt, Brace, Jovanovich, 1996. ISBN 0-774701706

Hone, Rick and Liz Flynn. *Video in Focus: A Guide to Viewing and Producing Video.* Toronto: Globe Modern, 1992.